



WORLD'S BEST WORKFORCE PLAN

2021-2022 Plan



MISSION

Provide a welcoming, premier learning environment that challenges, empowers, and prepares students to be successful in an ever-changing world.

VISION

Leading the way in education innovation for a world-class experience.

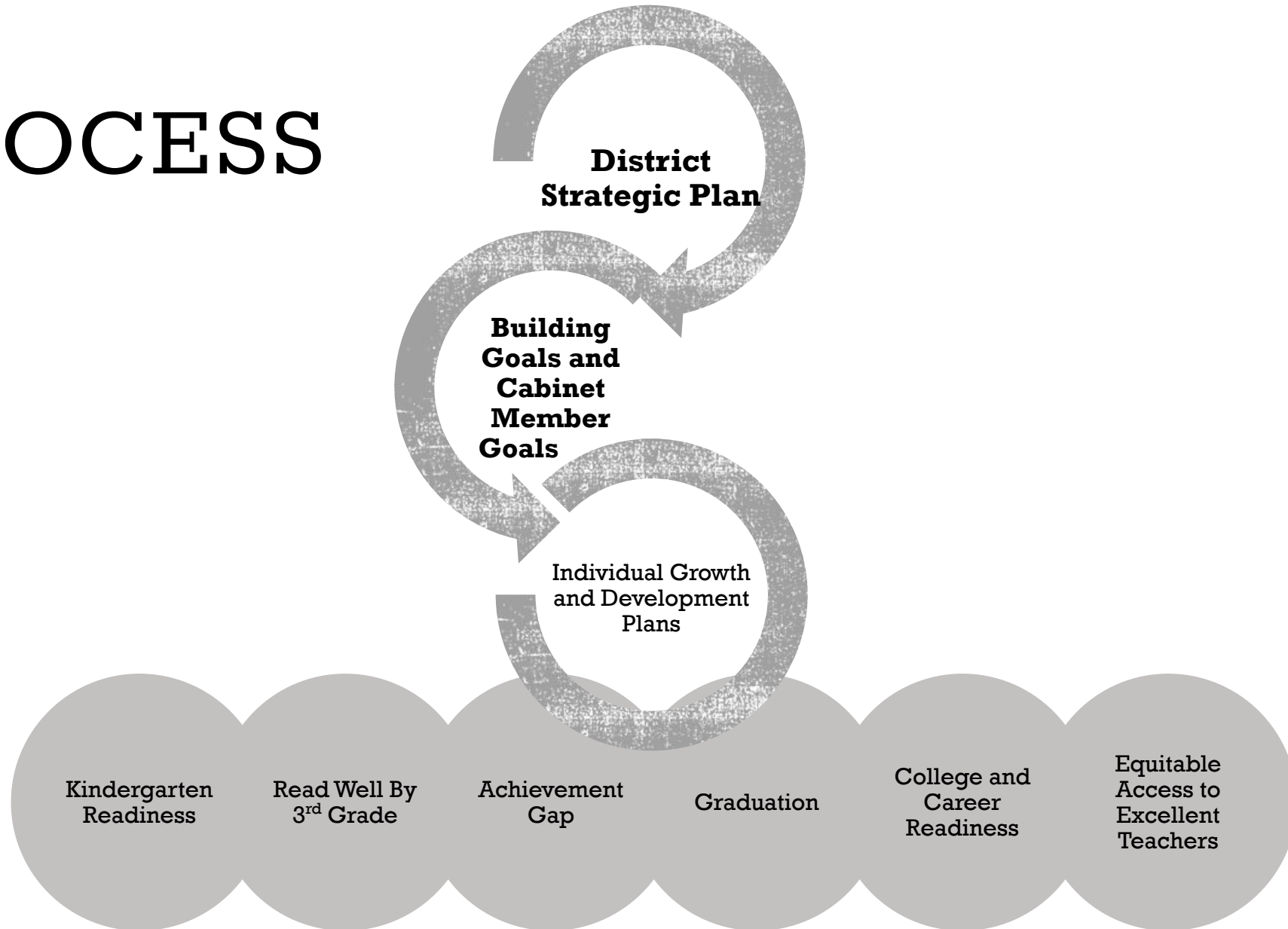
INTRODUCTION

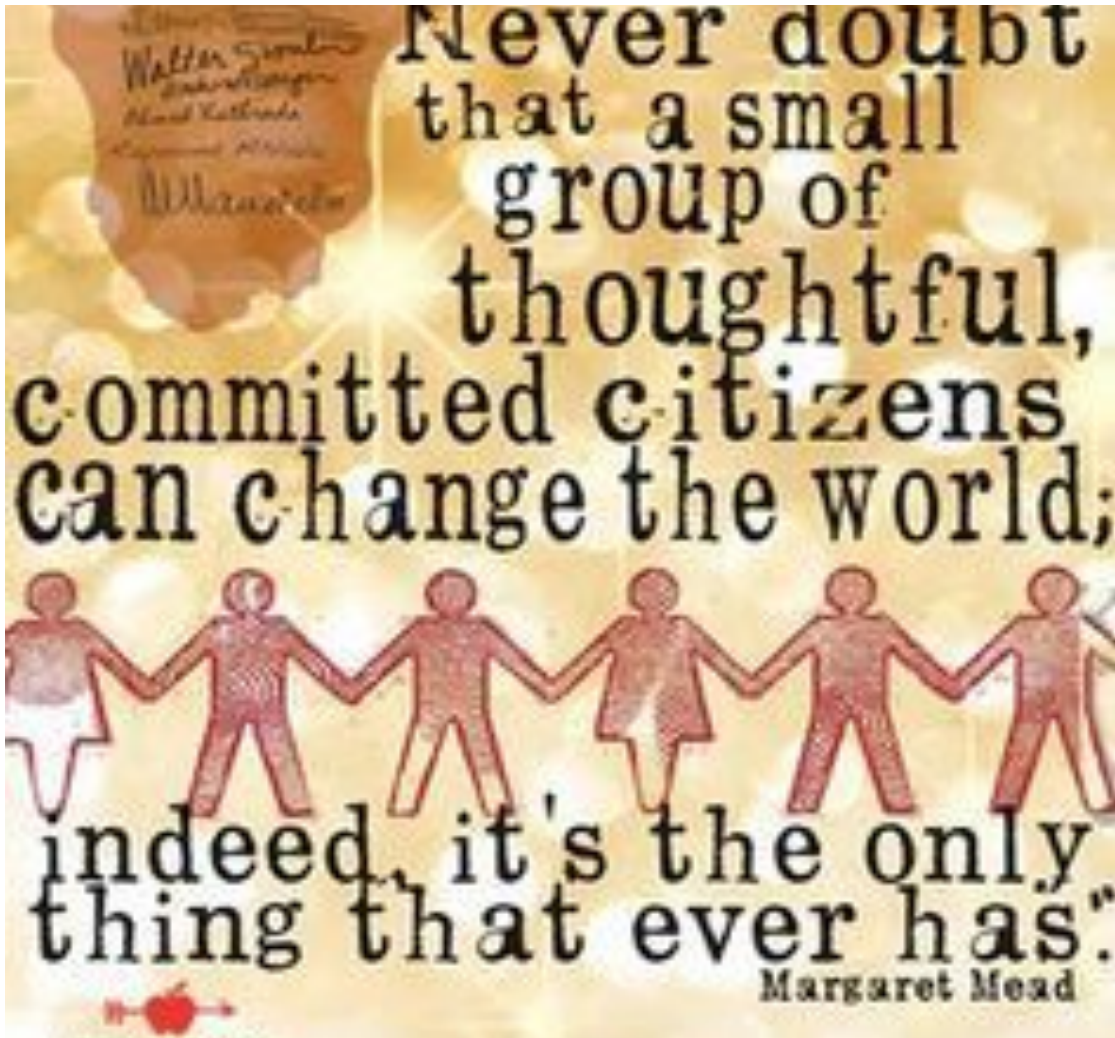
The Pine Island Schools World's Best Workforce Plan focuses on providing an environment that advances our newly adopted mission and vision (August 2021).

It is our intent to ensure that the newly adopted district strategic plan, building goals, and individual growth and development plans are integral components and aligned with our World's Best Workforce Plan.



PROCESS





Summary of 2021-2022 Plan and Overarching Strategies

State legislation details the areas Minnesota schools districts are to address in the World's Best Workforce Plan:

- *All children ready for school
- *Read well by third grade
- *All racial and economic gaps closed
- *Graduation
- *College and Career Readiness
- *Equitable access to excellent teachers

The Covid-19 pandemic disrupted our education systems in a never-imaginable way. Additional approaches and strategies will be critical in all the defined areas.



OVERARCHING 2021-2022 STRATEGIES

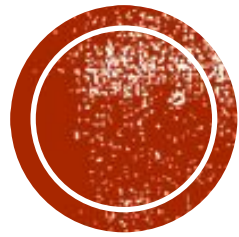
*The Pine Island School District embarked on a comprehensive process to adopt a new strategic plan. The plan was developed through stakeholder surveys, listening sessions and through a series of in-person development sessions. [2021-2023 Strategic Plan LINK](#)

*Strategies were intentionally designed as anchor strategies to foster specific department and cabinet member goals.

*As outlined in the strategic plan, the district will continue to analyze and plan for the future growth of the district.

*Provide staff development opportunities that are aligned to the district strategic plan while offering individual choice.

*Learn about and plan for changes required by the new federal law, Every Student Succeeds Act (ESSA)



DRAFT Equity, Diversity, and Inclusion
Pine Island Schools Organizational Commitment

District Responsibility
Strategic Plan Focus
District Statement

Pine Island Schools Welcomes all students and believes that all possess unique talents and gifts.

District Policies - District policies will be reviewed to ensure that all are culturally appropriate.
District Workforce - Recruitment and hiring practices are equitable.

Climite, Culture and Community

Cultural Competency Training For All

- School District Employees
 - Students
 - Families
 - Community

Community Leadership Conversations

-strive to intentionally create opportunities for families and members of the community to safely engage in examining and discussing equity issues.

Community/School Opportunities:

- Book clubs
- Anti-racist training
- Videos
- Lunch and learn

Equity, Diversity and Inclusion Committee

Is the district's statement reflected? Does everyone feel safe, welcome and valued?

Equity-Focused Decision Making

- Who is at the decision-making table?
 - Are diverse people and perspectives represented?
 - Is it safe to disagree?
 - Who is silenced, muted or ignored?
- What problems are we trying to solve, for whom and by when?
 - Are there groups who are oppressed by current policies and practices?
- Does the solution actually work for the most marginalized and vulnerable students and staff?
 - Is there a communication plan in place to engage with those most adversely impacted?
- What are the plans for ongoing data collection, analysis, and course corrections?

Curriculum and Instruction Goals:

- A variety of student identities(including racial, ethnic, and cultural backgrounds) are represented in curriculum materials, activities, texts, and multimedia materials.
- Curriculum materials are reviewed and evaluated to ensure that they are accurate, inclusive, relevant, and appropriate.

Equity Audit

Intercultural Development Inventory IDI

*Plan to renew and sustain district 1:1 technology program.

*Increase support structures for academic and emotional development.

*Align coaching supports (Q-Comp) to individual and building goals.

*Ensure that Diversity, Equity and Inclusion permeate all district actions. Draft framework

#1 All children ready for school

Since 1977, Pine Island Schools has offered pre-kindergarten programs that follow state standards for early learning. Early childhood teachers use an aligned curriculum to the kindergarten standards that includes individualized instruction to help all children reach developmental and school readiness goals. The district's investment in its early learning program creates an environment for success for individual learners, closes opportunity gaps, and prepares students for continued success.

DISTRICT SMART GOAL:

The percentage of kindergarten students who earn an achievement level “low risk” or “college pathway” (above the 30th national percentile) on the FastBridge Early Reading Assessment will increase from 68% (spring 2019) to 70% (spring 2022)

2021-2022 Strategies

**Opportunities to address learning loss:*

- *K-8 Panther Academy Summer Sessions*
 - *no cost, transportation and meals provided*
- *ESY in Pine Island*
- *Credit Recovery*
 - *offered both on and off campus, transportation provided*

**Increased outreach to daycares and the public to communicate school readiness expectations.*

- mailings 2-6 times/ year*
- Added preK and Provider Facebook Page*
- Quarterly networking meetings*

**Community education will offer a minimum of three professional development opportunities for all community early childhood care providers.*

**Transitioning to District provided birth to three services*

**Building new early childhood facility - Spring 2021*

**Help Me Grow provides resources for families to understand developmental milestones and to learn if there are concerns. Families are able to take the lead in seeking additional support or referring their child for a comprehensive, confidential screening or evaluation at no cost.*

**District is committed to adding additional space for early childhood opportunities.*

**Since 2015, both Preschool and kindergarten power standards are available on the web-site.*

**Since 2015, a Preschool/Kindergarten Readiness Assessment is available on the web-site*

**Since 2016, Kindergarten Readiness assessments have been embedded in kindergarten round-up.*

**Preschool Screening Assessments offered throughout the year.*

**Panther Primary Academy opportunity designed for students who may not be ready for the traditional setting (2017)*

additional half and full day preschool options

marketing/information to ensure families are aware of scholarships / sliding fee scale

transportation



#2 Reading by 3rd Grade

The ability to read is critical to a child's success in school, life-long earning potential and their ability to contribute to the nation's economy and its security. Reading proficiency is an essential gateway skill to further learning. Children who cannot read proficiently seldom catch up academically and often fail to graduate on time from high school or drop out altogether. Pine Island Schools is committed to identifying and supporting students with strategies to help struggling readers.

DISTRICT SMART GOAL:

2021-2022 Goal:

The percentage of all students in grades 1-4 enrolled at Pine Island Elementary who earn an achievement level of 30th national percentile or above on the FastBridge aReading Assessment will increase from 81.8% in spring 2021 to 83.9% in spring 2022.

2021-2022 Strategies

**Opportunities to address learning loss:*

- *K-8 Panther Academy Summer Sessions*
 - *no cost, transportation and meals provided*
- *ESY in Pine Island*
- *Credit Recovery*
 - *offered both on and off campus, transportation provided*

**Implemented PRESS as a literacy improvement initiative.*

**Approval is in place for two Americorp reading specialists.*

**Continuation of Title I to provide targeted interventions based on individual student needs.*

**Expanding ADSIS at elementary in 2021-2022 SY*

**Professional learning communities follow a student-focused structure to ensure students are proficient with grade-level standards.*

**Instructional coach assists with research interventions.*

**Building-level problem solving team reviews student needs and intervention success.*

**Panther Academy (elementary)*

**District has an approved dyslexic screening tool in place (Fastbridge).*

**Reading curriculum (Wonders, Maravillas in Spanish) this year. established 2020*

**Professional development for literacy skills at all levels, Action 100 - Fidelity for all staff*



#3 All racial and economic gaps closed

The Pine Island District is committed to providing an equitable education for all students. Student learning will be continuously monitored through PLC's with interventions designed to meet the individual needs of all students.



2021-2022 Strategies

**The Pine Island District will provide academic interventionists at the elementary, middle school and high school.*

**During the 2021-2022 School year, the district will provide alternative delivery and flexible learning options to meet the needs of all students to close the achievement gaps among all groups.*

**Panther Academy (Elementary)*

**Panther Academic Support System (MS/HS)*

**Alternative schedule allows for additional academic support during the school day (Prowl).*

**Response to Intervention safety nets put in place for a proactive approach to failure*

**The district's achievement and integration plan focuses on reducing the achievement gap for students qualifying for Free and Reduced meals each year from June 2020 (baseline) through June 2023.*

**Formal and informal professional development will be provided to teachers related to ELA and Literacy standards to enhance instructional practices in literacy.*

**District formed Equity/Diversity/Inclusion Committee*

**The Pine Island District is developing a systemic framework for equity, diversity and inclusion.*

**Trauma informed opportunities - PD/Book Study*



#3 All racial and economic gaps closed

The Pine Island District is committed to providing an equitable education for all students. Student learning will be continuously monitored through PLC's with interventions designed to meet the individual needs of all students.

SMART GOALS

S

SPECIFIC

State exactly what you want to accomplish.

M

MEASURABLE

Use smaller, mini-goals to measure progress.

A

ACHIEVABLE

Make your goal reasonable.

R

REALISTIC

Set a goal that is relevant to your life.

T

TIMELY

Give yourself time, but set a deadline.

DISTRICT SMART GOAL #1 (A&I): *Underserved students (FRP, 19.15%) in Pine Island School District (grades 5-8) will increase their reading proficiency as measured by the MN Comprehensive Assessment (MCA) III by 3% each year from June 2020 (2019 results used for baseline: 44.9%) through June 2023.*

2022 Goal: 47.9%
table reflects 2019 data

Gr.	All st.	State	F&R	F&R State
5	74.1%	66.2%	cell too small	
6	75.2	63.2%	70%	43.7%
7	63.8%	57.9%	cell too small	
8	57.9%	58%	cell too small	

DISTRICT SMART GOAL #2 (A&I):*Underserved students (FRP, 19.15%) in Pine Island School District (grades 5-8) will increase their math proficiency as measured by the MN Comprehensive Assessment (MCA) III by 3% each year from June 2020 (44.9% baseline) through June 2023.*
2022 Goal: 47.9%

table reflects 2019 data

Gr.	All st.	State	F&R	F&R State
5	63%	52.3%	47.6%	31.7%
6	60%	50.6%	50%	28.2%
7	68.1%	52.6%	cell too small	
8	57.9%	55%	cell too small	



#3 All racial and economic gaps closed

DISTRICT SMART GOAL #3 (ELEMENTARY Qcomp):

2021-2022 Goal:

The percentage of all students in grades 1-4 enrolled at Pine Island Elementary who earn an achievement level of 30th national percentile or above on the FastBridge aReading Assessment will increase from 81.8% in spring 2021 to 83.9% in spring 2022.



DISTRICT SMART GOAL #4 (MS Qcomp):

2021-2022 Goal:

The percentage of all students in grades 5-8 enrolled at Pine Island Middle School who earn an achievement level of “low risk” or “college pathway” on the FastBridge a Reading Assessment will increase from 70% in the spring of 2019 to 71.5% in spring 2022.

DISTRICT SMART GOAL #5 (HS Qcomp):

2021-2022 Goal:

The percentage of students in grade 11 at Pine Island High School who meet or exceed the College Readiness Benchmark composite score (21) as measured by ACT taken at school in April will increase from 60% in 2019 to 62% in 2022.

#4 All Students will be college and career ready by graduation
Pine Island Schools is dedicated to preparing all students for future success. While it is difficult to predict what career opportunities will be available in the future, it is our goal to prepare future-ready students.

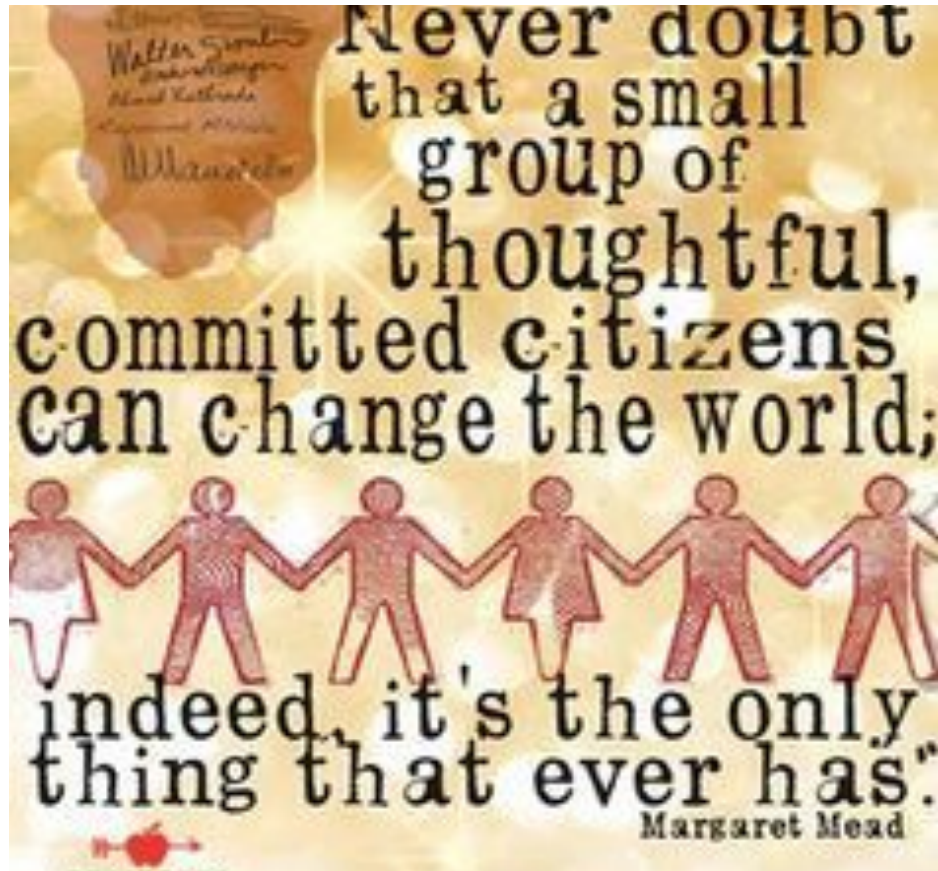
DISTRICT SMART GOAL:

By April of 2022, all high school students in grades 9-12 at Pine Island High School will have a formalized post high school plan in place

2021-2022 Strategies

- *Specific continuous improvement plan to increase 8th grade math proficiency*
- *Process developed to ensure that all students have a post-high school plan.*
- *Career and College Readiness Courses are strategically structured within the middle school and high school curriculum.*
- *Fab lab experiences ensure that students have authentic and relevant experiences*
- *Increased business partnerships will enhance the relevance and authenticity of lab experiences.*
- *District participation in the Stem Forward Partnership and Future Forward will provide intern opportunities for students.*
- *District participation in WETC*
- *Continuous reflection on dual-credit, CLEP, and hybrid opportunities*
- *Appropriate assessments will be offered to students to ensure preparation for post high school (ACT, ASVAB, or ACCUPLACER).*
- *On-going conversations to ensure CTE opportunities are in place:*
 - Perkins*
 - RCTC*
 - C-Tech*





2021-2022 College and Career District Provided Experiences:

5th grade – College and Career Exposure

8th grade – Careers Class

9th grade – Field Trip to RCTC and Careers Class

10th grade – College Planning Groups, Pre ACT test

11th grade – Careers Class, MN Ed. Fair, ACT Prep, Practice ACT test, ACT test or appropriate assessment (ASVAB, ACCUPLACER), and Job Shadow Experience

12th grade – classroom presentations on college application process and recent graduate panel discussion

All Grades – College admissions counselors on-site on a regular basis.

Access to college and career planning with counselor

Mayo Health Care Career Festival

Pine Island Career Fair and Registration Conferences

Additional course opportunities: Home Construction, Certified Nursing Assistant, and Restoration.

Opportunities with SSC and Career Navigators



#5 All students graduate - To help students reach their potential, Minnesota has a goal to reach a 90 percent graduation rate by the year 2020 with no student group below 85 percent.



DISTRICT SMART GOAL: The district will continue to surpass the state goal. By the spring of 2022, at least 90% of seniors will receive a diploma.

Group	2011 %	2012 %	2013 %	2014 %	2015 %	2016 %	2017 %	2018 %	2019 %	2020 %	2021
All	95.4	93.8	94.7	93.6	96	96.77	99%	99%	98.75 %	100%	94.31
White					98.61	96.63	99%	99%	98.75 %	100%	94.25
FRP					85.71	90	100%	100%	100%	100%	100%
Male					94.87	95.83	98%	99%	98.75 %	100%	90.24
Female					97.22	97.78	100%	100%	100%	100%	97.87

2021-2022 STRATEGIES

*Additional academic support was made available starting the 2016-2017 school year (ADSIS).

*Additional behavior support was made available starting the 2016-2017 school year (ADSIS).

*All students will be actively engaged in planning for post high school.

*Problem-solving team meets on an on-going basis to ensure strategies and interventions are in place for students at risk of not graduating.



GOAL: EQUITABLE ACCESS TO EXCELLENT TEACHERS

Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

The data below represents Pine Island's information for the 2020-2021 school year.

Inexperienced Teachers	Classes Unqualified	Classes out of Field	Poverty Quartile	Minority Quartile
8.6% (less than 3 years exp.)	less than 1%	1% (Tier 1)	Lowest	

Definitions from Minnesota's plan submitted to the U.S. Department of Education:

Equity Gap: The difference between the rate at which poor or minority students are educated by inexperienced, unqualified and out-of-field teachers and the rate at which other students are educated by inexperienced, unqualified and out-of-field teachers.

Inexperienced Teacher: An inexperienced teacher shall be defined as a licensed teacher who has been employed in public schools in Minnesota for three years or less.

Unqualified Teacher: An unqualified teacher shall be defined as a teacher who is not fully licensed in a core subject area.

Out-of-field Teacher: An out-of-field teacher shall be defined as a licensed teacher who is providing instruction in an area for which he/she is not licensed.

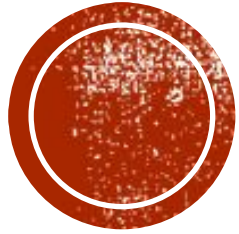
Classes Unqualified: Percentage of classes being taught by teachers who are not fully licensed to teach the core subject class.

Classes out-of-field: Percentage of classes being taught by a teacher who is providing instruction in an area for which he/she is not licensed.

GOAL:

By the fall of 2021, the Pine Island School District will have a written protocol to ensure that all students have equitable access to experienced, in-field, and effective teachers.





1. CONSIDER GOALS AND RECOMMENDATIONS FOR UPCOMING YEAR

2. DEVELOP PLAN

3. COMPARE RESULTS TO GOALS

4. SUBMIT ANNUAL REPORT

5. REVIEW MDE FEEDBACK

REPEAT

WBWF Processes